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ABSTRACT

This document provides a guide for setting up a church-sponsored nursery school. Chapter One outlines the verbal-cognitive model of preschool education which emphasizes interaction between teacher and child. Perceptual, motor, cognitive, social, emotional, and language objectives are indicated. Chapter Two covers aspects of school management such as policies, scheduling, student testing and teacher observation procedures, and methods of reporting to parents. Chapter Three discusses room arrangement, indoor equipment and supplies, classroom activity areas, outdoor areas, and fire code regulations. In Chapter Four, school budget is discussed in terms of costs such as staff salaries and fringe benefits, consultant services, equipment, supplies and materials, travel, food, space costs and utilities, and other fees. An operating budget figured on an enrollment of twenty children and two teachers participating in a church-based program that meets three mornings a week for two-and-a-half hours per session is provided. Forms for carrying out management details are presented in Appendix A. Agencies that support early childhood education, sources of curriculum materials, and books on early childhood education and specific curriculum areas are indicated in Appendix B. (RH)

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A GUIDE FOR SETTING UP A CHURCH-SPONSORED NURSERY SCHOOL

BY

SARA HOSTRAWSER

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CHAPTER I

THE PHILOSOPHICAL APPROACH TO THE NURSERY SCHOOL

There are four major curriculum models that have been developed and used successfully in the nursery school. Although they have been given different names by different authors, the models have distinguishing and recognizable features. A simple description of each model will furnish a basic understanding and an insight into the nursery school of today. (Brophy:79)

The sensory-cognitive model, based on the Montessori method, is orderly and focuses attention on the materials used in the program. These materials can be grouped into three broad categories: "those designed to develop sensory skills; those designed to allow children to carry out practical life activities; and those designed for teaching writing and arithmetic." (Mayer:289)

In general, children work individually with the self-instructing materials, and the teacher joins the child only to demonstrate the use of a particular material. The teacher's role, then, is in selecting appropriate materials for the individual child at his particular stage of development. Although the teacher encourages the child to use the material properly, the manipulation of the material provides the reward for the child with the essential satisfaction coming from the activity itself. (Brophy:82)

The verbal-didactic model, designed to be used with culturally disadvantaged children, is the most highly structured model of all the curriculum models. The curriculum consists of direct instruction in

language, arithmetic, and reading, and the major goal of the model is to equip children with the necessary academic skills for future success in school. When using this approach, the traditional concept of the play-oriented nursery school is rejected. (Mayer:290)

The child-development model places a strong emphasis on the development of "the whole child". The objectives of the program focus on language development, sensorimotor development, social and emotional growth, and the establishment of a sense of well-being. (Mayer:287)

The instructional strategy of the child-development model allows the child to meet his own needs by choosing specific activities provided in the program. This approach is facilitated by developing a room made up of activity areas and permitting the child to move freely from one area to another. Although the teacher supervises the activities, her role is to capitalize on the informal opportunities for teaching that are provided by the activities. No sequential list of objectives is followed in the program. (Brophy:79)

The Verbal-Cognitive Model

The fourth model is the verbal-cognitive model, and it has been chosen as the model for setting up this nursery school. The goals, objectives, equipment, and policies of this guide have been selected in accordance with the philosophy of the verbal-cognitive model.

The classroom materials and activity areas of the verbal-cognitive model are essentially like those of the child-development model. Mayer describes the arrangement of materials in the following way:

> There is a construction area with building blocks of different sizes and shapes, and accessories such as trucks and figures of animals and people. Many classrooms have a woodwork area with real tools and different sizes of soft wood to saw and hammer. There is an art area supplied with paints, clay, paper, crayons, scissors, and other art materials. There is a housekeeping area furnished with miniature stove, refrigerator, doll carriages, tables and chairs, tea set, dress up clothes, and so forth. There is a library corner stocked with picure books and story books, and a large area-often including a piano-for group activities such as music and movement, rest, and story time. There is a quiet area supplied with puzzles and games such as lotto and dominoes. The classroom also contains plants and animals and perhaps a science table with magnets, dry cell batteries, and similar materials. There is also an outdoor play area with swings, climbing apparatus, seesaws, and perhaps equipment for sand and water play. (Mayer:287)

Although the two models have a similar environment, the difference between them is the role the teacher assumes. In the verbal-cognitive program, the teacher has a much more directive role, planning specific activities for the children which often require her to be the focal point of the children's attention. Throughout the time spent together, the teacher is constantly speaking to the children, questioning them, and responding to them. (Mayer:288)

The importance of this type of teacher-child interaction is pointed out in several research studies. Beller reached the following conclusion in a study done in 1973:

> A major ingredient of successful preschool programs is the presence of an intensive relationship between teacher and child which provides the child with a stable set of experiences. Thus, a curriculum that sanctions (or creates) an environment in which the child can interact often with an adult, either singly or in very small groups, appears to be headed in the right direction. (Brophy:38)

Observations by others also verify these findings. In an article entitled "Elements of a Better Preschool", Day and Sheehan discussed

the dominant factors that related to the quality of the nursery schools they observed. The better programs had a staff that was dedicated to close, regular, and purposive contact with all children. With this emphasis on interaction, they found certain types of behavior resulted. In programs which had a great deal of teacher-child interaction, the children were alert, attentive, curious, and had a sense of humor. The children cooperated with each other and exhibited confidence with their teachers. In programs with little teacher-child interaction, the children seemed to be more inattentive and shied away from adults. Also, reduced teacher-child interaction seemed to be related to much more acting out behavior and physical aggression. (Day:21)

Day and Sheehan's results were supported by another study conducted by three child psychologists. The following statement summarizes the results:

> In short, from the points of view of the pre-school child's social and emotional adjustment, active teacher guidance and participation are more beneficial than detachment. The favorable changes in children's behavior following nursery school training... may be attributable to the "high teacher guidance, active participation qualities" of the school they attended. (Day:21, citing Child Development and Personality, by P. H. Mussen, J. J. Conger, and J. Kagan, Harper and Row, New York, 1963.)

The observations and studies point out the importance of continual teacher-child interaction as described in the verbal-cognitive model.

Although teacher participation is a fundamental part of the verbal-cognitive model, the children are allowed to move freely from one activity to another and to interact with the materials and the other children. A format for learning includes the structured-game technique. This instructional strategy provides a positive approach to learning,

high motivation, and opportunities for individualized instruction in a small, group setting. (Brophy:80)

The Objectives of the Verbal-Cognitive Model

Although the child is given freedom in the selection of the activity or game, the choice of the game is limited and defined by the teacher. By being aware of the instructional level of the child, the teacher is able to provide the learning experiences which meet the child's developmental needs. Therefore, the system of organization and learning in the verbal-cognitive model is a structured and sequential ordering of the objectives. (Brophy:80)

From information already given, it is obvious that one of the major objectives of the verbal-cognitive model is language development through teacher verbalization and interaction. Other objectives include perceptual-motor skills, cognitive skills, and social-emotional skills. The following objectives of the verbal-cognitive model provide an informational guide for the teacher in planning the activities in the classroom. (Butler:210)

Perceptual and Motor Objectives. More specifically, the objectives in this area contain gross motor, fine motor and speech skills. In gross motor development, the child would be expected to engage in a variety of activities which require balance and body control; for example, dressing oneself, climbing large playground equipment and riding wheel toys. Fine motor skills require the development of hand control and eye-hand coordination and would be demonstrated by buttoning, cutting with scissors, and writing. The most important

requirement of speech is that it can be easily understood with the correct reproduction of consonant sounds and blends. (Butler:210)

Cognitive Objectives. The cognitive objectives include skill development in the areas of attention, perception, memory, and concepts. Attention skills involve the ability of the child to direct his attention from one appropriate activity to another. Perception skills require recognition of new objects and recognition of the characteristics that distinguish one object from another. Memory skills practice repeating simple nursery rhymes and personal data; such as, an address and a telephone number. The recall of the main details in a story or a sequence of numbers is also a part of memory training. (Butler:211)

Concept objectives are divided into three categories; number, space, and time. Objectives in the number category focus on arranging objects of varying sizes in order and counting accurately. The concepts related to space include a perception of distance and the relationship of objects to one's body. Relating the times of the day to activities and using the present, past, and future tenses are factors in understanding the concept of time. (Butler:212)

Social and Emotional Objectives. There is a major emphasis on the social and emotional development of the child in the verbal-cognitive model. This emphasis is reflected by the large number of objectives found in this section. The categories in the social and emotional realm are social relations, social skills, behavioral controls, socialization, motivation, and personality. Social relations focus on a cooperative relationship with both peers and adults. The

child should be more oriented to other people than his own desires and should maintain a sense of loyalty with particular people. The social skills expect the child to recognize and label his own emotions and the emotions of those around him. In order to do this, the child should have a general grasp of how another person might feel in a certain situation. The main component of behavior controls is the child's understanding of what "good" behavior is and how it can lead to personal satisfaction. (Butler:215)

The area of socialization is broad, and the objectives deal with behavior that exhibits controlled or verbal aggression with a movement toward assertive rather than aggressive behavior. Sex-typing is also a part of socialization. The child should become better able to identify the role of his sex as set by the standards in society. Becoming more responsible for himself and more helpful to those around him demonstrates a growth in the socialization skills of the child. With this growth, there should also come the ability to find humor in himself and absurd situations around him. (Butler:216)

Motivation is established through extrinsic and intrinsic controls. Although the child should respond appropriately to adult approval and disapproval, he should also be able to realize an inner desire that takes responsibility and interest in his own life and environment. (Butler:217)

Finally, the personality of the child affects the area of social and emotional development. A primary part of the personality is the child's self-concept. He must be able to see himself favorably and realistically. This objective must be met before the child

is able to grow and learn in other areas of development. (Butler:217) (Pardew:1-3)

Language Objectives. The objectives of language require the child to develop fluency and naturalness in expression. With experiences and stimulation provided by the teacher, the child should be able to relate original stories using the language forms considered acceptable. The child should also show an interest in learning about language and gain an understanding of basic concepts about language. (Butler:213) (Leeper:164-165)

These objectives give the teacher generalized guides to follow in each area of development. The specific, daily objectives, however, are left to the teacher. Only she can determine the specific activities, games, and experiences that will meet the needs of the children in the nursery school class.

Although the major points of the verbal-cognitive model have been presented, another element of the model deserves attention. The value and worth of socio-dramatic play were emphasized in theliterature on the verbal-cognitive model. This type of play provided valuable experiences in all levels of the objective areas. Through socio-dramatic play, the child interacts verbally with classmates and the teacher, thus expanding the development of language. Likewise, the use of perceptual and motor skills are incorporated into the activity and movement of the play. The less obvious benefits of socio-dramatic play appear in the social and emotional and cognitive areas of development. (Mayer:307)

The social and emotional objectives of the program are met by allowing the child to recreate and clarify for himself aspects of the adult world. In play, the child has an opportunity to identify with adult roles and reinforce the objectives of sex-typing. Taking adult roles in socio-dramatic play also gives the child the chance to feel in control of situations, drain off feelings, and work through anxieties. (Read:282-285)

Likewise, cognitive objectives are met in socio-dramatic play. The child is given the opportunity to expand his concentration and develop his attention skills. Upon entering the world of "make believe", the child strengthens his ability to use symbols rather than relying on concrete toys. This ability broadens his comprehension of relationships in the world around him. (Mayer:307)

Research Findings of the Verbal-Cognitive Model

In concluding the information of the verbal-cognitive model, a brief look at research comparing the four models clarifies the reasoning in the selection of this particular model. One set of research findings indicated that the verbal-cognitive and the verbal-didactic models were consistently more effective than the child-development and sensory-cognitive models in producing gains among experimental children. Bissell presented three conclusions based upon her interpretation of the findings:

1. Preschool programs that include the general objectives of fostering cognitive growth, that emphasize the development of language skills, and that include teacher-directed strategies, which provide a high degree of structure for the children's

learning experiences, are more effective in producing cognitive gains than programs that lack these characteristics.
2. The most effective programs in terms of producing cognitive gains appear to be those that are hign of the dimension of quality control: those models that have well-trained staff, a high degree of supervision, and a low student-teacher ratio.
3. Nondirective programs tend to be most effective with less disadvantaged lower-class children, while directive programs appear to be equally effective with all lower-class children or more effective with the more disadvantaged lower-class children. (Brophy:83, citing an unpublished paper, by Joan Bissell, 1970.)

Although these studies were conducted with economically disadvantaged children, the results are supportive of the elements in the verbal-cognitive program.

Weikart, another researcher, compared three of the models and found that nursery school programs founded on clearly specified objectives were superior. The presence of a coherent, planned set of learning activities helped the child to integrate his experiences. This meets the criterion of the verbal-cognitive model, where the teacher provides a highly-structured and skill-oriented set of lessons with specific objectives. Such objectives produce teacher behavior that is in line with the curriculum goals and gives an integrated, successful program. (Mayer:310, citing "Preschool Programs: Preliminary Findings," Journal of Special Education, 1, 1967.)

In two additional studies conducted in New York and Illinois, Karnes and DiLorenzo compared five models for program effectiveness. Four of the models were similar to those discussed in this paper, and the fifth was called a community-integrated model which was essentially a child-development model with children of different socio-economic backgrounds. In both studies, the children in the verbal-cognitive

and verbal-didactic programs showed significant gains as compared with children in the other programs. (Mayer:311, citing "Research and Development," by Karnes and "An Evaluative Study of Prekindergarten Programs for Educationally Disadvantaged Children," by L. T. DiLorenzo, Exceptional Children, 35, 1968.)

All of these studies, then, confirm the effectiveness and value of the verbal-cognitive model and its program. This evidence along with the well-balanced approach and attractive blending of work and play has led to the selection of the verbal-cognitive model as a basis for the nursery school described in this guide. The management plans, physical environment, and the budget are oriented to establishing a nursery school based on the verbal-cognitive philosophy.

CHAPTER II

THE MANAGEMENT PLAN OF THE NURSERY SCHOOL

The aspects of management planning that are covered in this chapter are the policies that the nursery school must establish, a schedule of a typical nursery school day, the testing and teacher observation procedures to be followed, and the methods of reporting information to parents. The forms necessary for carrying out the management details are presented in Appendix A.

The Policies of the Nursery School

The policies of the nursery school include information on health, registration, the composition of the group, operation, and the transportation of pupils.

Health.

A physical examination is recommended within one month prior to the date the child enters the nursery school. Forms for recording the results of the examination and the immunization records should be kept in the child's confidential file. (Leeper:302)

First aid kits should be available for treatment of minor injuries. (Leeper:302)

A local physician should be contacted and an arrangement established. He would provide necessary information and services for the nursery school upon request. (Raggedy Ann Nursery School Information Sheet)

If a child has a communicable disease, he should be kept home, ans the school should be notified. (Leeper:302)

In case of accident or illness at school, provision should be made for contacting the parents or a person designated by the parents. (Leeper:302)

A daily record of the child's attendance should be maintained. (Indiana Department of Public Welfare, Regulation 3-426:18)

Information regarding height and weight of each child should be secured by the teacher at the beginning and end of each school year. (Leeper:302)

A yearly hearing and speech screening test should be given. The Hearing and Speech Center in South Bend provides a test for children attending nursery school at a cost of one dollar per child. (Raggedy Ann Information Sheet)

Registration.

A registration form should be filled out, and a registration fee should be submitted prior to the beginning of the nursery school program. (Leeper:150)

A plan for the payment of fees should be established; for example, tuition would be due on the first day of each month and payable on the first day of the month on which the child attends. (Raggedy Ann Nursery School Information Sheet)

A refund policy due to absences of the child should be set up. A time limit on notification of withdrawal of the child from the program should also be established. (Leeper:150)

Composition of the Group.

A balance between boys and girls should be achieved.

The size and age of the group should be limited to the facilities and personnel capacity. The nursery school should provide at least thirty-five square feet of indoor play space for each child. (Indiana Department of Public Welfare, Regulation 3-444:32) A maximum number of children in a nursery school per staff member supervising them should not exceed ten if the children are three years of age, twelve if the children are four years of age, and fifteen if the children are five years of age. (Indiana Department of Public Welfare, Regulation 3-414:10)

The nursery school should contact the Internal Revenue Service and obtain a copy of Revenue Procedure 75-50, which deals with the non-discriminatory practices that must be enforced. The Revenue Procedure can also be found in the Internal Revenue Cumulative Bulletin, no. 2, 1975, on pages 587-590. Failure of a nursery school to adopt a non-discriminatory policy could jeopardize the tax-exempt status of the school and the sponsoring church. (Schenk:11)

Operation.

The hours and days the nursery school will be open should be designated; for example, Monday, Tuesday, and Wednesday mornings from 9-11:30 a.m. (Sugar and Spice Nursery School Information Sheet)

It is recommended that vacations and holiday schedules of the nursery school correspond to those of the South Bend Community School Corporation.

The opening and closing dates of the nursery school must be established.

A midmorning snack should be served to meet the child's energy needs. Examples of nutritious snacks for small schildren include:

Orange wedges and milk	Grape juice and cinnamon toast
Cheese spread, crackers, and juice	Pineapple juice, graham crackers
Raisins, apple quarter, and milk	Fruit bar and milk
Gelatin cubes and plain cookies	Carrot and celery sticks

(Hatfield:44)

If the child wishes to celebrate his birthday at school, a snack could be provided by the parent. The teacher should be notified a day or two in advance. (Brophy: Figure 7.1)

All clothing worn by the children should be marked with name tape or iron-on tape. Washable, play clothes should be worn to allow the child comfortable freedom of movement and encourage activity. (Raggedy Ann Nursery School Information Sheet)

Transportation of the Pupils.

A list of names, addresses, and phone numbers of every family with one or more children enrolled in the nursery school should be provided for convenience in arranging car pools. (Brophy: Figure 7.1)

A definite time and place for leaving and picking up the nursery school child should be designated. The teacher would supervise all comming and going of the children unless they were accompanied by the parent. (Leeper:150)

If a child is to ride home with someone other than his usual ride, the school should be notified in advance. The child should not be released to unauthorized persons. (Brophy: Figure 7.1)

Parents should be encouraged to help drive and supervise the children on field trips. Written permission should be secured before a child is allowed to go on a field trip. The following form may be used to gain permission:

..... has my permission to go on
(Child's Name)
excursions away from Nursery School. I understand that these excursions will be planned and adequately supervised.

.....
(Parent's Signature) (Leeper:284)

A Schedule for the Nursery School Day

In planning a specific schedule for the nursery school, the following factors must be considered:

1. Hours of operation.
   a. A half-day program.
   b. A full-day program.
   c. A total day-care program.
2. Kind of facility.
   a. Self-contained building.
   b. Housed in a public school or neighborhood center.
   c. Shares room and facilities with other programs.
   d. Program housed in multiple rooms; team teaching and multi-aged grouping.
3. Number of resource people available.
   a. Teacher aide only.
   b. Teacher aide and parent volunteers.
   c. Other resources such as college students or high school students.
   d. Any combination of above.
4. Invariant conditions.
   a. Meal times.
   b. Restroom facilities.
   c. Playground activities.
5. Time of the school year.
   a. Early in the school year
   b. Midpoint.
   c. End of the year.

(Brophy:175)

A typical daily schedule in a nursery school program begins with free choice activities; namely, building with blocks, playing in the housekeeping area, easel painting, and working with clay. A sharing time or story time might follow, providing a quiet contrast to the previous stimulating activity. Fifteen minutes devoted to music and rhythms would involve fingerplays, singing, listening, creative movement, or musical expression. A snack and rest time provides an opportunity to be refreshed and prevent fatigue. Creative group work followed by outdoor play and dismissal completes the typical day. (Leeper:147)

Testing and Teacher Observation

In order to analyze the strengths and weaknesses of the children, a teacher needs an early assessment device. A test given at the beginning of the school year would provide this information, and allow the teacher to develop a curriculum to meet the children's needs. The following tests would show diagnostic assessment necessary for planning a good curriculum. They furnish information and levels of development in the areas of intelligence and achievement, language and speech, sensory and motor skills, and screening and readiness. The tests do not require subjective judgment in scoring or specialized training for administration. (Anttonen:4)

The Basic Concept Inventory
Publisher: Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607
Age Level: Preschool

Administration Time: 15-20 minutes
Price: $4.20/15
(Anttonen:16)

Denver Development Screening Test
Publisher: Ladoca Project and Publishing Foundation, Inc.
East 51st Avenue and Lincoln streets
Denver, Colorado 80216
Age Level: 2-6 years
Administration Time: 15-20 minutes
Price: $6.25/kit, $1.00/100
(Anttonen:22)

Preschool Academic Skills Test
Publisher: Pittsburgh Public Schools
Pittsburgh, Pennsylvania
Age Level: 4½ years-Kindergarten
Administration Time: Not given
Price: Not given
(Anttonen:33)

Upon completion of the nursery school program and prior to Kindergarten admission, the child should be tested again. The concluding test would provide an evaluation of how well the curriculum met the needs of the child. Information obtained from the test could be sent with the child to Kindergarten, providing valuable information on his level of development and readiness for school.

The following test would provide an inventory of the basic concepts necessary for a successful start in Kindergarten:

Boehm Test of Basic Concepts
Publisher: The Psychological Corporation
304 East 45th Street
New York, New York 10017
Age Level: Kindergarten, 1 and 2 grades
Administration Time : Little time
Price: $7.50/30
(Anttonen:18)

During the course of the school year, a teacher should complete an observational guide or achievement checklist of the child's progress.

Through observation, the teacher uses the technique to determine the advances in achievement that a child has made over a brief period of time. Appendix A contains an observational guide that provides a list of the skills found in the verbal-cognitive model. (Leeper:131)

Reporting Information to Parents

Information about the nursery school and the child can be provided to parents through information sheets, visitations, parent-teacher conferences, and newsletters.

Information Sheet.

A general information sheet should be furnished to the parents, providing the following information:

The time and place of the nursery school.

The name of the director and teachers.

Tuition, how much and when due.

Car pool, pickup authorization, and entrance and exit information.

Appropriate clothing.

Information on birthdays, field trips, and illness.

A typical, daily schedule.

Broad objectives and goals of the program.

School closings.

(Schenk:34) (Brophy: Figure 7.1)

Parent Visitation.

When looking for a nursery school, parents will often request visiting the school while it is in session. This should be encouraged, because the parent will become acquainted with the school personnel,

the building and equipment, the school policies, and the educational program. Moore elaborates on this idea in the following paragraph:

> When parents have visited the school before the child's admittance, they are better able to answer the questions he is sure to raise concerning school. This previsit to the school gives parents a clearer picture of what they can expect from the nursery school experience for their child, increases their understanding of what children are like, and informs them of the school's philosophy of what is a good living and learning environment for young children. It is a beginning step in establishing friendly contacts with the teacher which will promote cooperation and understanding as they work together for the child throughout the year. (Moore:308)

For parents who have not visited during the preceding year, a meeting or open house the week before school begins would inform the parents of the school's objectives and policies. The children may be included in this meeting, or another short visitation may be planned with the parent and child meeting the teacher and observing the facilities together. (Moore:308)

During the school year, a scheduled visit should be made by the parent. At this time, the parent can observe the children and teacher actively participating in the school program. The interaction of the child with his peers and his teacher will be evident. It is important that the parent be a passive observer so that the group participates and proceeds as it normally does. It is also essential that only one set of parents visit at a time, as two or more sets of parents may become a distraction for the group. (Moore:381)

In order to assist parents in gaining as much from their visit as possible, a sheet containing points to observe and space left between them for comments by parents could be supplied. The following

questions would meet this need:

Equipment
With what equipment did your child play?
How did he use the equipment?
How long did he play with each object he chose?
Playmates
Did your child play alone? How much?
With whom did he play?
Which children seemed to be his special friends?
Who initiated the play?
Teacher
How did your child respond to the teacher when she spoke to him?
What were some of the positive techniques used by the teacher to guide the children in their social relationships?
(Moore:382)

Parent-Teacher Conferences.

It has been found that learning gained through visiting the child in school has enhanced the parent's view of the school situation. This can be underscored when the visit is followed by a conference with the teacher in which the parent and teacher discuss the shared and observed experiences, using them as a starting point for a discussion of things concerning the child. (Moore:382)

Conferences with parents are more likely to be beneficial when the conference is preceded by careful planning and when the teacher has developed skill in conducting conferences. The following guidelines illustrate positive points that lead to effective parent-teacher conferences:

Preparing for the Conference:
1. Have a clear grasp of the purpose of the conference.
2. Review the pupil's records for general background information.
3. Assemble a folder of specific information concerning the pupil's present learning progress.
4. Organize the information to be presented to parents in a systematic manner.

5. Make a tentative list of questions to ask the parents.
6. Anticipate the parents' questions.
7. Provide a comfortable, informal setting that is free from interruption.

Establishing and Maintaining Rapport During the Conference:

1. Create a friendly informal atmosphere.
2. Maintain a positive attitude.
3. Use language that is understandable to parents.
4. Be willing to listen to parents.
5. Be honest and sincere with parents and do not betray confidences.

Sharing Information with Parents During the Conference:

1. Begin by describing the pupil's strong points.
2. Describe the areas needing improvement in a positive and tactful manner.
3. Encourage parents to participate in the conference.
4. Be cautious about giving advice.

Planning a Course of Action with Parents During the Conference:

1. Begin the concluding phase of the conference with a brief overall summary.
2. Have parents participate in planning a course of action.
3. Review your conference notes with parents.
4. End the conference on a positive note.

(Gronlund:532)

Newsletters.

Newsletters are an excellent means of keeping parents informed of interesting events and school activities. Schools may send newsletters monthly, semiannually, or whenever there is news of special interest.

The examples given below of the news included in letters of several nursery schools illustrate a meaningful method of sharing experiences:

Notices on Interesting Events

Miss Todd, teacher of the 4-year-old group, is to be on television-channel 6, Tuesday afternoon, December 4, at four o'clock. She will discuss "Selecting Toys for Christmas."

.....

Children's Activities or Special Interests

The 4-year-old group of children visited the Collins farm last Thursday. The children enjoyed seeing the differnt kinds of animals and many of them were surprised that bacon and ham really come from those dirty pigs.
(Moore:383)

The organization and management of a nursery school is one of the most important factors for creating a smooth,efficient enviornment for the children and their parents. If a clear understanding of the expectations of the nursery school is communicated to the parents, a much better climate will be achieved, and the child's educational and emotional growth will benefit.

CHAPTER III

THE PHYSICAL ENVIRONMENT OF THE NURSERY SCHOOL

A well-planned nursery school should be designed to provide a child with an environment that offers a variety of experiences to foster his general development. Furthermore, it should be set up so that this can be accomplished with a maximum attention to safety, provision for group and private activity, and promotion of the child's independence.

In an article entitled "Elements of a Better Preschool," the authors found three factors that were related to the quality of the nursery schools they observed. Two of these important factors were concerned with aspects of the physical environment. They were "the organization and utilization of physical space" and "the child's access to materials and the ways in which they are used." (Day:15)

The Room Arrangement

In organizing and utilizing the physical space within the classroom, the same authors found that the majority of the classrooms were arranged in the traditional learning or activity area. The areas generally included blocks, language and mathematical materials, a housekeeping corner, art and music materials, and a place for science items. (Day:16) Other authors also encourage the use of wood, sand, and water in play areas for nursery school children. (Read:59) (Leeper:328)

The point was clearly made that although this rather traditional selection of major activity areas has been used widely and over many

years, it does not connote any negative implication regarding its use. What was more important was the way in which the staff made provisions for the use of any area, while at the same time making sure that it did not interfere with the use of adjacent learning areas. These activity areas, then, would provide order in a room and encourage children to pursue an activity that excites their interest for a maximum length of time and with a minimum interference from other activities or children. (Day:16)

In order to achieve this type of environment, certain factors should be considered in setting up the activity areas. These factors include: "(1) the relative noise levels of activities, (2) patterns of traffic within and among areas, (3) the potential for interfering mess from surrounding areas, (4) the number of children likely to participate in an area at a given time, and (5) the need of adequate storage space." (Evans:155)

Figure 1. illustrates an effective classroom arrangement that meets the specifications of the preceding paragraph. Figure 2. provides a smaller, classroom plan, but the points of effective management are still being met.

Indoor Equipment and Supplies

Since the program of the verbal-cognitive model uses a classroom of the activity area design, the equipment and supplies of the nursery school will be divided into sections. The sections will list all of the equipment and supplies needed for a particular activity area.

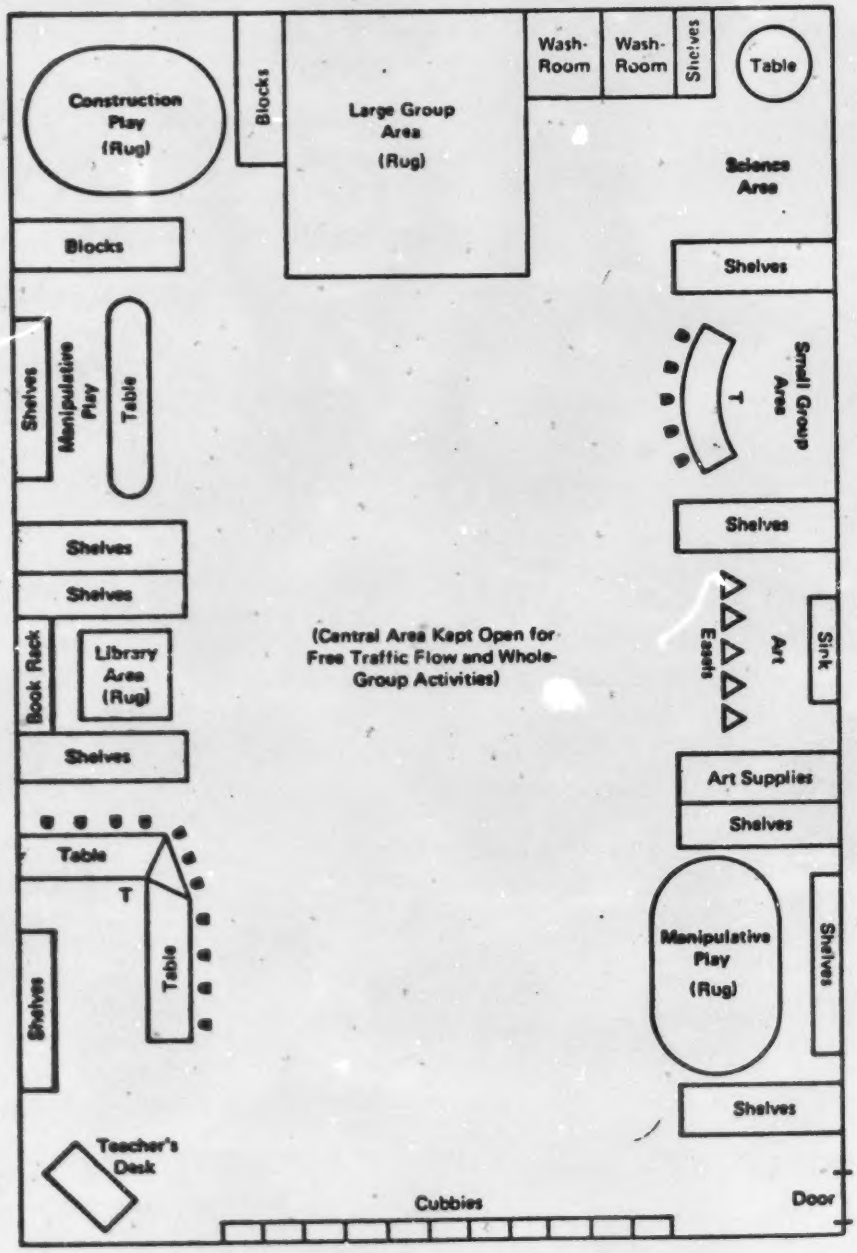

Figure 1. A Large Classroom Plan
(Brophy:144)

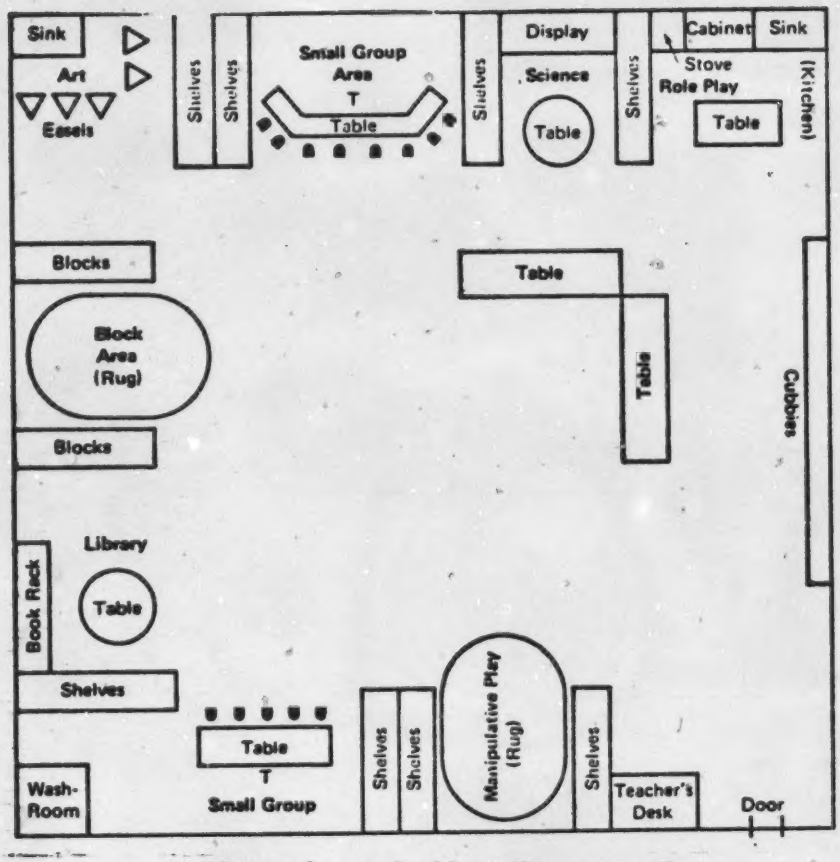

Figure 2. A Smaller Classroom Plan
(Brophy:145)

Block Area. Play with blocks can provide opportunities for the following forms of development:

Physical release and the development of muscular coordination through lifting, carrying, and piling.

Emotional release through dramatic play. The child may express feelings of aggression, hostility, satisfaction of achievement, or fear.

Development of concepts of size, shape, and number values.

Creative expression and the development of a sense of design and form

Development of readiness for reading through conversation, observation of size and shapes, and the need for additional information from books for his dramatic play.(Leeper:324)

Suggested items for the block area include: a complete nursery school set of unit blocks, large and lightweight blocks, sets of small people, animals, trains, and cars, and storage shelves for the blocks and accessories. (Evans:241)

Language and Mathematics Area. Puzzles, games, and manipulative toys would be included in this area. The values of each include opportunities for eye-hand coordination, recognition of shape and color, visual memory, and word development. These basic skills must be practiced and refined before reading and further development can take place. (Leeper:326)

Although many of these games and toys can be purchased, they are expensive. With ingenuity and a few supplies, copies of the manufactured products can be made at a fraction of the cost.

Suggested items for the language and mathematics area include: wooden jigsaw puzzles, lotto games, Legos or tinker toys, an abacus, shape sorting games, pegboards and pegs, wooden beads of many colors, toy money, a large calendar, measuring cups and spoons, and a clock. (Leeper:229,327) (Evans:224-245)

Library Area. Books make up the most important items in the library area. Variety in the books selected for the nursery school library is important, because children differ in their interest and reading tastes as adults do. Each nursery group will enjoy a somewhat different selection of books, depending upon their particular environment and the experiences they bring to school. The public library would provide an excellent, inexpensive source of reading material and would allow the diversity of selection needed to meet the needs

of the nursery school children. (Read:70)

Although a wide variety of books is needed in the nursery school, certain facts about child development should be considered when selecting the books. First, creating fear in young children is easily done and could be damaging. It is better to omit frightening elements from stories until the child has had time "to develop secure feelings and confidence in his ability to meet the real world and to distinguish the possible from the impossible." (Read:71)

Secondly, there is a readiness factor in learning which allows the child to draw more completely from material at his stage of development. It is important to establish the child's level of development and then broaden and enrich his readiness level through books related to his experiences and understandings. (Read:70)

An excellent, comprehensive bibliography of children's books is presented in the book Children and Books by Zena Sutherland and Mary Hill Arbuthnot. The books are divided into the following sections: Mother Goose editions, a few variants of Mother Goose, ABC books, counting books, concept books, wordless books, books for beginning readers, and picture story books. The books about particular religious or ethnic groups are identified with symbols. This bibliography would be very helpful in selecting books to meet the needs of the nursery school group or individual children. (Sutherland:101-109)

Suggested items for the library area include: books (figured on the basis of two per child), shelves to hold the books, chairs or cushions, and carpeting or an area rug. (Evans:240)

Housekeeping Area. A housekeeping area should provide the child an opportunity for socio-dramatic play and in doing so increase his social development. The child should be allowed to act out the role or situation he chooses, with the teacher refraining from approval or disapproval. By insuring freedom of expression, the child can develop facts about himself and his environment. (Leeper:206) (New Albany City Schools:14)

Suggested items for the housekeeping area include: washable dolls, doll clothes, a full length mirror, dress up clothes, a small table and chairs, a kitchen set (stove, refrigerator, sink and cupboard), dishes and cooking utensils, a toy telephone, a doll bed, a broom and dust pan, and an ironing board and iron. (Leeper:327) (Evans:239)

Art Area. An art activity has many advantageous features. Besides being fun, art activities give the child the opportunity to develop creativity and imagination. As he is allowed to experiment with different art media, he can find emotional expression, increase his sense of awareness, and develop small and large muscle coordination. (New Albany City Schools:13)

Suggested items for the art area include: one or two easels, brushes of varying sizes, paint (tempera and finger paints), paper (newsprint, construction paper, oak tag, and tissue paper), clay, crayons, glue, chalk, popsicle sticks, pipe cleaners, scissors, string, yarn, and picture magazines. (Evans:171-174) (Schenk:17-18)

Science Area. Science displays tend to arouse inquisitiveness in the child and lead to finding solutions through experimentation.

Factual information is drawn from first hand experiences for the nursery school child, and the vital need for actual experiences would be met. (New Albany City Schools:14) (Sunderlin:56)

Suggested items for the science area include: magnets, collections for sorting and counting, rulers, measuring cups and spoons, a magnifying glass, a balance scale, keys and locks, and seeds to grow. (Schenk: 20) (Sunderlin:56)

Woodworking Area. A woodworking area provides opportunity for large and small muscle coordination, eye-hand coordination, emotional and physical release, creativity, and experimentation. (Leeper:328) (New Albany City Schools:14)

It would be necessary to insure the children's safety when using the woodworking area. In order to do this, the following rules should be practiced:

> Have an adult supervise the workbench at all times when it is in use by the children.
> Arrange plenty of space for the child who is working.
> Limit number of hammers and saws in use at one time.
> Store tools in a safe place. A tool board (a peg board) may be mounted on the wall or on the inside of a door and serve as a convenient and safe way to care for tools. The shapes of tools may be outlined on the board in order to make storage easier.
> Hooks for tools should be strong.
> (Leeper:328)

Suggested tools and supplies for a woodworking area include: claw hammers, saws, screwdrivers, clamps, pliers, ruler, yardstick, hand drills, soft wood, dowel rods, nails (large heads and assorted sizes), and a workbench. (Leeper:329-330)

Sand and Water Area. Sand and water are basic materials which children have always enjoyed, and they remain an essential, inexpensive material for play and for learning. (Read:59)

Although sand and water are easily included, certain factors would make the use of water in the classroom more enjoyable for children and teachers alike. These factors include placement of the water play area and protection of the area and the children. (Matterson:24-29)

In selecting a suitable place, the water play area should be located near a water supply with a suitable floor surface. It should also be placed where the play can be supervised but out of the main traffic areas. (Matterson:26)

Protection of the floors would be most effective when splashes are soaked up as they occur rather than wiping them up later. Layers of newspapers or pads made of old bath towels laid under an infant bathtub or basin are efficient. Protecting the children could be accomplished with water aprons that could be bought or made from water repellent material with rubber backing. (Matterson:29)

Suggested items for sand and water play include: large basins or infant bathtubs to hold the sand and water, pans, strainers, pails, shovels, spoons, and sand. (Evans:247)

Musical Instruments. Although a specific area is not necessary for music activity and enjoyment, a child does need musical experiences. These experiences include singing, listening, rhythmic patterning, and fingerplays. When participating in musical experiences, the child is given the opportunity to appreciate and enjoy different types of music while strengthening audio discrimination. Actual participation

in music making gives the opportunity for creative expression and large and small muscle developemnt. (Leeper:368) (Sunderlin:14)

Suggested musical instruments include: a drum, rhythm sticks, a triangle, tone blocks, bells, a piano, a xylophone, records and a record player. (Leeper:415) (Evans:247)

Audio-visual Materials. The Nursery Teachers Association of South Bend offers free teaching aids to its members. These teaching aids include records and filmstrips which may be borrowed without a fee.

Suggested audio-visual materials include: films and filmstrips, records and record players, a tape recorder, and an access to a projector and screen. (Leeper:416)

Furniture. Furniture should be movable, durable, attractive, easily cleaned, and child-sized. There should be tables, chairs, display racks, book shelves and a clock in the nursery school.

In order to meet the learning needs of the children, the school must provide basic supplies and equipment. These helpers of learning give the teacher the power to use her skills effectively and lead the children toward a rewarding, learning experience in an enriched environment.

The Outdoor Arrangement

Safety features play a major role in the outdoor arrangement. Considerations must include attention to delivery and pickup arrangement for the nursery school child. Figure 3. illustrates a covered, school entrance where the children can stand while waiting for their

ride. This depicts an ideal arrangement and would allow the teacher to escort the child to and from the car as the parent drives to the covered area. (Brophy:119)

Figure 3. also shows a fenced, outside, play area that is directly accessible from the building and a storage area for outdoor toys.

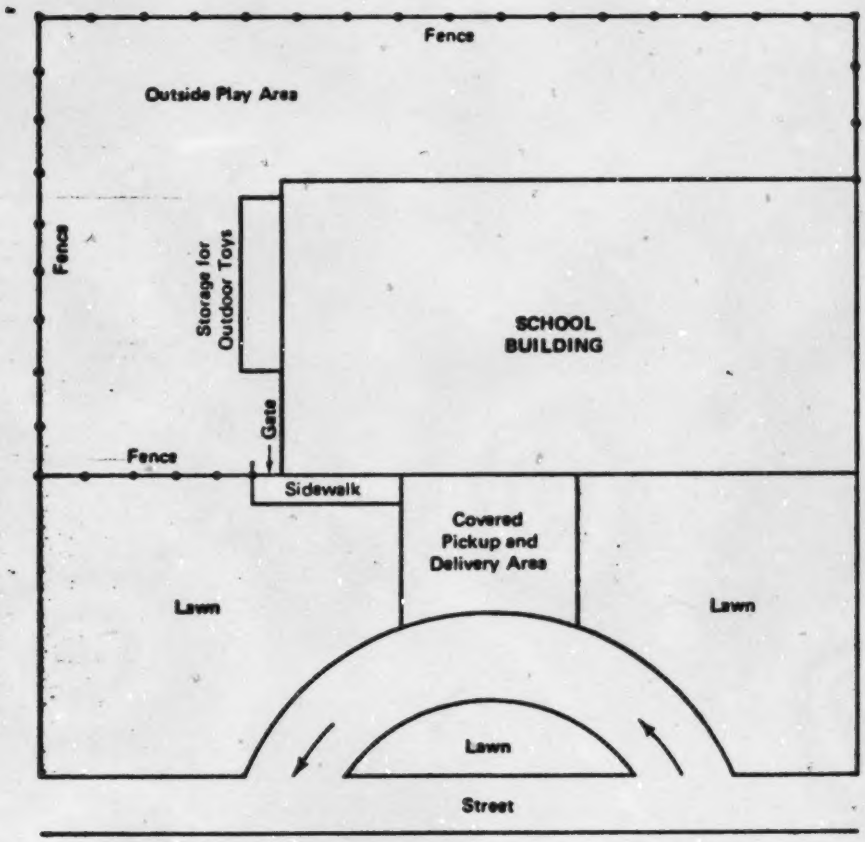

Figure 3. An Outdoor Plan
(Brophy:120)

Although an outside play area is advantageous for child development, it would not be a necessity for a nursery school having a short, morning program. A large room equipped with tumbling mats, balls and jump ropes would give the children the opportunity to develop their large muscle skills and provide for physical activity.

The Outdoor Equipment and Supplies

Large muscle equipment can be very expensive and elaborate. Although this playground equipment is desirable, the cost of most pieces of equipment put them beyond the financial reach of many nursery schools. Therefore, only inexpensive materials will be included in the suggestions for purchase. Suggested materials for large muscle development include: wagons, large balls, tumbling mats, and jump ropes. (Markun:55)

The Local Requirements for the Building

Although there are no licensing requirements for nursery schools in the state of Indiana, the building must meet the fire codes and pass an inspection by the local fire department. A church must meet many of the safety requirements for public use, but the use of the facility by children poses further requirements. (Indiana Department of Public Welfare, Regulation 3-401:1)

The following list of requirements provides an overall look at codes which must be met. However, in considering a nursery school site, the only realistic approach would be to have the fire department inspect the building and furnish a list of the necessary

changes prior to committing to the site. At that time, a cost estimate for all additions, remodeling, or fire warning systems that may be required would be developed, and if monetarily feasible, the site would be selected.

Fire Safety Requirements. Rooms used for nursery school children should not be located above or below the floor of exit discharge. (Life Safety Code:9-1.1.2)

The occupant load of educational buildings should be not less than one person for each twenty square feet of net classroom area. (Life Safety Code:9-1.5.1)

There shall be at least two exits available from every floor area. (Life Safety Code:9-2.4.1)

Travel distance to an exit cannot exceed 150 feet from any point in the building. (Life Safety Code:9-2.6)

Every room or space used for classroom or other educational purposes should have at least one outside window used for emergency rescue or ventilation. Such a window shall be openable from the inside without the use of tools, and provide a clear opening of not less than twenty inches in width, twenty-four inches in height, and 5.7 square feet in area. The bottom of the opening cannot be more than forty-four inches above the floor. (Life Safety Code:9-2.12)

Approved manually operated fire alarm facilities must be provided in every educational building. (Life Safety Code:9-3.3.1)

All fire extinguishers must be approved by the State Fire Marshal. They must be plainly visible and easily accessible at all times. The top of any extinguisher cannot be higher that five feet

above the floor level. (Indiana Department of Public Welfare, Regulation 3-453:36)

All hallways in the building must be adequately and suitably lighted at all times and kept free of obstacles when the children are present. (Indiana Department of Public Welfare, Regulation 3-453: 37)

All flammable liquids must be kept in tight or sealed containers when not in use, and should be stored on the premises only in such quantities and in such rooms as are approved by the State Fire Marshal. They must also be kept in a place that is inaccessible to children. (Indiana Department of Public Welfare, Regulation 3-453:37)

The need for exit lights and emergency lighting should be determined at the time of inspection. (Indiana Department of Public Welfare, Regulation 3-453:37)

These are only a few of the regulations which must be met in order to meet the safety requirements of the fire code. Although the regulations are rigid and detailed, the necessity of providing a safe environment for children cannot be disputed or criticized.

CHAPTER IV

THE BUDGET OF THE NURSERY SCHOOL

The budget consists of expenditures and income. A thorough understanding of the expenditures will insure a well-budgeted and realistic look at the nursery school and the program it is able to offer.

The Expenditures of the Nursery School

A standard format for a budget includes costs listed in the following categories: "staff salaries and fringe benefits, consultant services, equipment, supplies and materials, travel, food, space costs and utilities, and other fees."(Day:228) All of the costs of a nursery school can be described within these categories. A description of what each category contains and reasons for including or omitting them from this budget will be presented.

Staff Salaries and Fringe Benefits. Staff salaries would include all of the personnel working in the nursery school. The fringe benefits refer to all of the services the program will usually make available to the staff and will pay for the staff. Fringe benefits also include social security, retirement, unemployment insurance, sick leave, and vacation payments. A standard estimate of the costs of fringe benefits is ten percent of the salaries. (Day:229)

Consultant Services. Listed in this category will be all of the people who are contributing to the program but who are not

actually working on a regular schedule. Consultant services could include a physician who consults with the staff when needed or an early childhood educator who conducts a workshop for the teachers. (Evans:229)

Equipment. Equipment includes all of the items acquired by the nursery school that are fairly permanent. Educational or curriculum equipment will be the only subcategory in this budget. Caretaking and housekeeping equipment, office equipment, and kitchen equipment would already be furnished in the church. (Evans:230)

Supplies and Materials. This budget includes all of the items which are used up and in need of constant replacement. Curriculum supplies and office supplies are necessary subcategories in this section. (Evans:230)

Travel. As travel arrangements for the children will be furnished by their parents, this item will not be included in the budget. The nursery school will also depend on the parent's assistance in providing transportation for field trips.

Food. The food budget gives the number of snacks served at the nursery school and the total cost per year.

Space Cost and Utilities. Although this category would make up a major portion of the expenditures for most businesses, a church-sponsored nursery school is usually offered the use of the building and utilities without charge. (Stated by Lois Butler in an interview with the author at Raggedy Ann Nursery School on March 6, 1980)

Other Costs. Each nursery school may have additional miscellaneous costs. Licensing fees, medical insurance for the children,

or liability insurance for the facility. Nursery schools are not licensed in the South Bend area, and the insurance coverage of the church normally covers liability for the nursery school. However, it would be necessary to check the insurance policy of the church with the agency insuring the church. (Stated by John Hunter, a Wilkenson-Hunter Insurance Agent, in a telephone conversation with the author on March 11, 1980.)

After the program budget has been written, it would be advisable to break it down into operating and start-up costs. The latter will designate how much money will be needed before the program actually begins. Start-up costs include one-time expenditures, such as, equipment costs. The budget for the following years will be less expensive than the first budget due to the elimination of the start-up costs. Some percentages of these costs will have to be added, however, due to renovation and replacement costs. Ten percent of the original costs of equipment and supplies can serve as a guide for estimating equipment replacement costs. (Evans:231)

The Operating Budget

This budget is figured on an enrollment of twenty children and two teachers participating in a program that meets three mornings a week for two-and-a-half hours per session. Materials that are usually supplied in a church or materials that can be made will not be included in this budget.

The Expenditures.

Item	Cost
Staff Salaries	
$6.00 per hour per teacher	
7.5 hours per week	
Salary per teacher per week	$ 45.00
2 teachers x $45.00 x 30 weeks	
Total	$2700.00
Fringe Benefits	
Social security (6.13% of the salary)	$ 165.51
Unemployment insurance (11¢ per $100.00 of salary per person	2.97
Sick leave (3 days per teacher) 6 days total	90.00
Attendance for teachers at local workshops	50.00
Total	$ 308.48
Staff Salaries	$2700.00
Fringe Benefits	308.48
Total	$3008.48
Consultant Services	
Physician	$ 25.00
Visiting resource persons	25.00
Total	$ 50.00
Equipment	
Blocks	
A complete set of nursery school unit blocks (186)	$ 165.00
Large, lightweight blocks (12)	15.00
Sets of small people, animals, trains, and cars (3 sets)	24.00
Total	$ 204.00
Toys and Games	
Wooden, jigsaw puzzles (5)	$ 18.00
Legos or tinker toys (2 sets)	40.00
Pegboards and pegs (2 sets)	11.00
Wooden beads of many colors (1 set)	12.00
Measuring cups and spoons (1 set)	3.00
Large calendar	2.00
Dishes (1 set)	10.00
Dolls, washable (2)	18.00
Doll clothes (2 sets)	3.00
Kitchen set, including stove, refrigerator	50.00

Item	Cost
Broom and dustpan (1 set)	$ 5.00
Ironing board and iron (1 set)	7.00
Easel	14.00
Magnets (2)	8.00
Balance scale	18.00
Infant bathtubs (2)	5.00
Woodworking tools (1 set)	12.00
Total	$ 254.00
Books (figured on the basis of two per child) (40)	
Total	$ 160.00
Musical Instruments	
Drum	$ 5.00
Rhythm sticks (3 sets)	3.00
Triangles (2)	5.00
Tone blocks (2)	6.00
Xylophone	8.00
Bells (2 sets)	5.00
Records (3)	30.00
Total	$ 62.00
Outdoor Equipment	
Large balls (set of 3)	$ 7.00
Jump ropes (2)	3.00
Tumbling mats or large pieces of foam (2)	15.00
Total	$ 25.00
Equipment	
Blocks	$ 204.00
Toys and Games	254.00
Books	160.00
Musical Instruments	62.00
Outdoor Equipment	25.00
Total	$ 705.00
Supplies and Materials	
Curriculum supplies	
Paint (tempera and fingerpaint)	$ 40.00
Paper (construction, glossy white, oaktag, and tissue paper)	50.00
Clay	25.00
Crayons, glue, chalk	20.00
Total	$ 135.00
Office supplies (paper, stampls, envelopes)	
Total	$ 50.00

Item	Cost
Supplies and Materials	
Curriculum supplies	$ 135.00
Office supplies	50.00
Total	$ 185.00
Food	
One snack per day per child	
20 snacks per day x 90 days per year	
Total	$ 72.00

Repair and Maintenance
10% of the Equipment and Supplies budget should be added after the first year for repair and maintenance of equipment.

The Income.

Registration fee	
$5.00 per child	
20 children x $5.00	$ 100.00
Monthly tuition	
$28.00 per month per child	
9 months x $28.00 x 20 children	$5040.00
Total	$5140.00

Compilation of Totals.

The Expenditures:	
Staff Salaries and Fringe Benefits	$3008.48
Consultant Services	50.00
Equipment	705.00
Supplies and Materials	185.00
Food	72.00
Total	$4020.48
*Repair and Maintenance (to be added after the first year) Example:$89.00	
The Income:	
Registration	$ 100.00
Monthly Tuition	5040.00
Total	$5140.00
Income	$5140.00
Expenditure	4020.48
Profit	$1119.52

Start-up Costs
Equipment $705.00 which could be deducted from the Expenditure budget after the first year.
Repair and Maintenance costs $89.00, however, must be added after the first year.

Following the purchase of new supplies for the coming year, the profits of the church-sponsored nursery school are returned to the church.

(Prices for Equipment and Supplies and Materials were taken from the following sources: Childcraft, The Growing Years Catalog, 1980, Kimbo, Educational Teacher's Catalog, 1980, and J.C. Penney, Christmas Catalog, 1979. The toy prices in the Penney catalog are in effect until August 9, 1980.)

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APPENDIX

Appendix A

Sample Forms

Form for House to House Survey:

_____(name)_____ Church is conducting a survey to determine community needs in the area of early childhood education and care. We would appreciate a minute or two of your time to help us answer a few questions. Do you have any children below age 6? _____(If not, thank the person for her or his help and leave. (If the answer to the above was yes, continue with the other questions.)

Ages of the children: Are they now enrolled in a preschool or day care program? Type of program:

_____ _____
_____ _____
_____ _____
_____ _____

Do you hope to enroll them in a preschool program at a future date?____
Type of program interested in: kindergarten_____
prekindergarten_____
nursery school_____
day care center___for child aged_____
Do you know of existing early childhood programs that can meet your child's needs?_____
Do you feel a need for an additional early childhood program in this community to meet your and your children's needs?_____
What type of program?_____
What do you feel are the most important services such a program can offer you and your child?_____
_____
_____
May I ask you your name?_____
Address_____
Thank the person sincerely for participating in this community survey.
(Schenk:32)

Contract for Director/Teacher:

The Board of Christian Education of _____(name)_____ Church _____(city)_____, _(state)_, herewith contracts with you _(name)_ to serve as _____(position)_____ in its nursery school for the period beginning _(date)_ and ending _(date)_. In this position:

You will be responsible for choosing the school's curriculum with the approval of the Board of Christian Education of _____Church.

You will be asked to assist in staffing the school with the necessary teachers.

You will supervise the teachers and the teaching in the school in accordance with the policies of the Board of Christian Education.

You will purchase the necessary supplies in keeping with the budget established for the school.

You will seek ways to assist the parents of the school's children in the nurture and training of their young children.

You will notify the chairperson of the Board of Christian Education and arrange for a qualified substitute if you should be required to be absent from your duties.

You will maintain a Christian atmosphere in the school.

For its part the Board of Christian Education on behalf of _____Church, pledges itself:

To support you in prayer, to be prompt in considering your requests, and to provide necessary assistance to the utmost of its ability.

To pay you _____(amount)_____ per month, payments to be made twice a month - by the 15th and 30th.

To provide for your social security and unemployment insurance.

To provide you with professional groth opportunities at workshops in the area and to pay your registration fees up to $25.00 per year.

To provide you with up to 3 days of abscence due to illness, and to pay for a substitute teacher for these days. For any absences of this nature beyond the 3 days, substitute teachers will be paid out of your salary.

The Board of Christian Education reserves the right to terminate this contract for cause by giving thirty (30) days writeen notice. You can terminate this contract by giving thirty (30) days written notive to the Board of Christian Education.

May the Lord bless your ministry in our midst

_____(signed)_____(date)_____

Chairperson Board of Christian Education

_____(signed)_____

(Schenk:33)

Enrollment Form:

Child's name_____Birth date_____
Home address_____
Father's name_____
Business address_____phone_____
Mother's name_____nee (maiden name)_____
Business adress_____phone_____
Guardian's name (if other than the above)_____
_____(relationship)_____
Business adress_____phone_____
Church of which child is a member?_____
Name of person to be called in case of need_____
_____(relationship)_____
Address_____phone_____
Physician (to be called in an emergency)_____
Adress_____
If this physician cannot be reached, what action should be taken.
Emergency hospital?_____Other_____
Special remarks concerning the child_____
_____
_____
Name of persons authorized to take your child from the nursery school (child will not be allowed to leave with any other person without written authorization from the responsible parent or guardian):
_____Relationship_____
_____Relationship_____
Signature of parent or guardian_____date_____

For nursery school use:
Date of Admission_____Date of Discharge_____
(schenk:35)

Family and Social History:

Family name_____Date_____
Father_____Mother_____
Children
Name Age Grade in School Health

_____
_____
_____
_____

Marital status of child's parents:
Married, living together____Separated____Divorced____Other_____
Church preference:Father_____Mother_____
List other members of the household besides the immediate family:
Name Relationship Age

_____
_____

Does child have room alone?_____Or with whom?_____
Type of housing: House____Duplex or flat____Apartment____Other____
How does the child get along with
Parents?_____
Brothers and Sisters?_____
Other children in the neighborhood?_____
Other members in household?_____
Has child had group-play experiences?_____
Has child received extensive care by other than parents?_____
By whom?_____
In own home?_____Outside home?_____
Does the child need help in
Dressing?____Undressing?____Washing hands?____Toilet?____
Eating?____
Does child have any special problems or fears?_____
_____
Signed_____
(Schenk:36)

Form for Teacher Observation:

Child's Name_____ Date of Birth_____
Date of 1st obs._____ 2nd obs._____ 3rd obs._____

Behavior	Developmental Level				Objective	Contributing Activities
	1st obs	2nd obs	3rd obs	Brief Description		
Perceptual and Motor Skills						
Gross Motor						
Fine Motor						
Speech						
Growth and Maturation						
Cognitive Skills						
Attention						
Perception						
Memory						
Concepts						
Classes						
Number						
Space and Time						
Nature						
Language						
Social and Emotional Development						
Social Relations						
Social Skills						
Behavioral Controls						
Sex Typing						

Maturity/ Responsibility						
Humor						
Motivation						
Personality						
Creativity						
Self-Concept						
Emotional Reactions						
Ego Development						

(Butler:Appendix B)

Appendix B

Resources for the Teacher

Agencies that Support Early Childhood Education.

The American Lutheran Education Association, Wartburg College, Waverly, Iowa 50677.

The National Association for the Education of Young Children, 1831 Connecticut Avenue, N.W. Washington, D.C. 20009.

Association for Childhood Education International, 3516 Wisconsin Avenue, N.W. Washington, D.C. 20016.

Day Care and Child Development Council of America, 1101 K Street, N.W. Washington, D.C. 20005.
(Schenk:24-25)

Sources of Curriculum Materials.

Childcraft Education Corporation, 964 Third Avenue, New York , New York 10022.

Child Life Specialties, Highland Street, Holliston, Massachusetts, 01746.

Creative Playthings, Princeton, New Jersey 08540.

Crowell, Collier, and Macmillan, Inc., Threshold Program and Materials for Early Learning Centers, Schools Materials, Inc., 2124 W. 82nd Place, Chicago, Illinois 60620.

Houghton-Mifflin Company, 53 West 43rd Street, New York, New York, 10035.

McGraw Hill Company, Manchester Road, Manchester, Missouri 63011.

Xerox Corporation, P.O. Box 381, Beacon, New York, 12508.

SEE (Selective Educational Equipment),,3 Bridge Street, Newton, Massachusetts 02195.

(Evans:216-219)

Books. (General)

Anderson, Robert H., and Shane, Harold G., As the Twig is Bent, Houghton Mifflin, 1971.

Educational Product Report Number 72, Early Childhood Education, How to Select and Evaluate Materials, 1972. Order from: EPIE, 386 Park Avenue S., New York, New York 10016.

Baker, Katherine, Ideas that Work with Young Children, National Association for the Education of Young Children (NAEYC), 1972, 1834 Connecticut Avenue, N.W. Washington, D.C. 10009.

Beadle, Muriel, A Child's Mind: How Children Learn During the Critical Years from Birth to Age Five, Doubleday, 1970.

Brearley, Molly, editor, The Teaching of Young Children, Schocken Books, 1970.

Brophy, Jeree E., Good, Thomas L., and Nedler, Shari E., Teaching in the Preschool, Harper and Row, 1975.

Cherry, Clare, Nursery School Management Guide, Lear Siegler, Inc., Fearon Publishers, Belmont, California, 1773.

Chukovsky, Kornei, From Two to Five, University of California Press, 1965.

Christianson, Helen M., Roger, Mary M., and Ludlum, Blanche A., The Nursery School: Adventure in Living and Learning, Houghton Mifflin, 1961.

Croft, Doreen J., and Hess, Robert D., An Activities Handbook for Teachers of Young Children, Houghton Mifflin, 1972.

Ellison, Gail, When Kids and Cardboard Collide, Environment Teacher Center, 4940 Sepulveda Blvd., Culver City, California 90230.

Fraiberg, Selma H., The Magic Years, Scribner's, 1959.

Gardner, D. Bruce, Development in Early Childhood, Harper and Row, 1964.

Gesell, Arnold, The First Five Years of Life: A Guide to the Study of the Preschool Child, Harper, 1940.

Haystead, Wesley, You Can't Begin Too Soon, Regal, 1974.

Hildebrand, Verna, Introduction to Early Childhood Education, Macmillan 1971.

Kraft, Arthur, The Living Classroom, Harper and Row, 1975.

Landrath, Catherine, Preschool Learning and Teaching, Harper and Row, 1972.

Rudolph, Margerita, From Hand to Head, McGraw Hill, 1973.

Stone, Jeanette G., Play and Playgrounds, NAEYC, 1970.

(Sutherland:100) (Schenk:28-31)

Books. (Curricula)

Science

Association For Childhood Education International, Children's Books, 1961.

Buck, Margaret, Pets from the Pond, Abingdon Press, New York, 1958.

Fuller, Elizabeth M., and Elleis, Mary J., Springboards to Science, Dennison, 1959.

Haupt, Dorothy, Science Experiences for Nursery School Children, 1957.

McGavack Jr., John, and LaSalle, Donald P., Guppies, Bubbles and Vibrating Objects, The John Day Campany, New York, 1969.

Navawa, John, Development of Scientific Concepts in a Young Child, New York, Columbia University Press, 1955.

Pondendorf, Illa, One Hundred and One Science Experiements, Grosset and Dunlop, 1960.

Swain, Zu San N., Plants of Woodland and Wayside, Garden City Books, 1958.

Music

Andrews, G., Creative Rhythmic Movement for Children, New York, Prentice-Hall, 1954.

Bailey, Eunice, Discovering Music with Young Children, Philosophical Library, New York, 1958.

Cherry, Clare, Creative Movement for the Developing Child, Fearon Publishers, 1971.

Fletcher, Margaret, and Denison, M. C., The High Road of Song, Nursery Rhymes, Songs, Singing Games and Playlets, W. J. Gage and Company, Toronto.

Geri, F., Illustrated Games and Rythms for Children, Prentice-Hall, New York, 1955.

Sheehy, Emma D., Children Discover Music and Dance, Holt, New York, 1959.

Literature

Arbuthnot, May Hill, and Taylor, Mark, Time for Old Magic, Scott, Foresman and Company, Glenview, Illinois, 1970.

Hennings, Dorothy Grant, Communication in Action, Rand McNally College Publishing Company, Chicago, 1978.

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Hoover, F. Louis, Art Activities for the Very Young, Davis Publications, New York, 1961.

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National Association for Nursery Education, Water, Sand and Mud as Play Materials, NANE, 1959.

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Shaw, R. F., Fingerpainting, Little, Brown, Boston, 1938.

Wickiser, Ralph L., An Introduction to Art Education, World Book Company, Yonkers, 1957.

(Sutherland:100) (Schenk:30) (Pitcher:286-291)